June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results,* adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 4

Test Date: March 2008
Code: 12401651
SAU: MSAD 46
School: Dexter Primary School

Contents of the Report

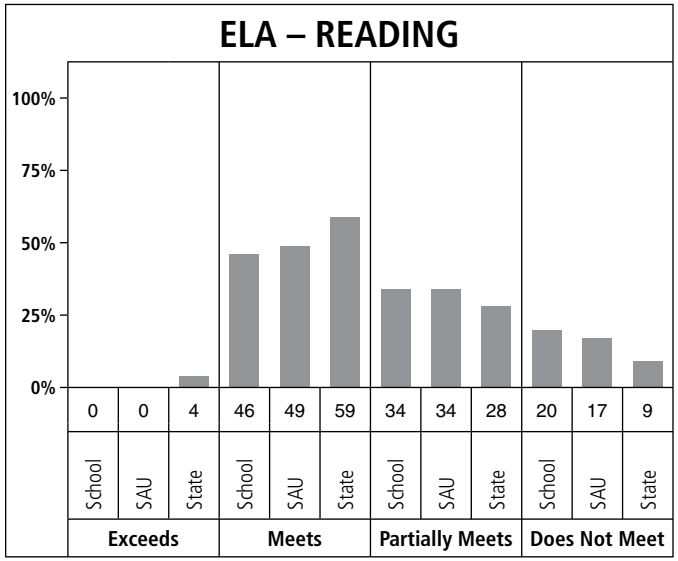
The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

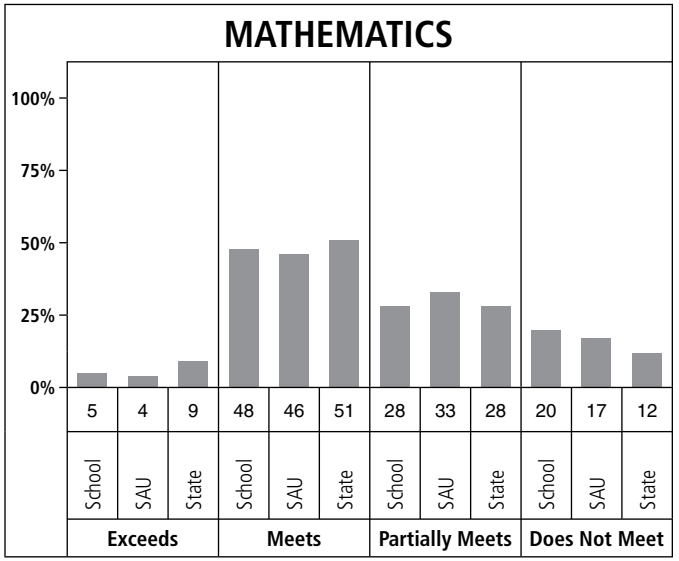
SUMMARY OF SCORES

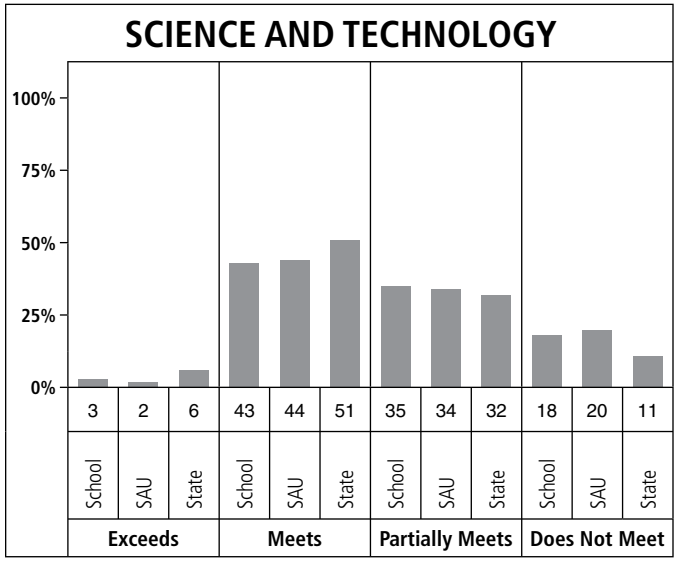
Test Date:	**March 2008**
Grade:	**4**
SAU:	**MSAD 46**
School:	**Dexter Primary School**

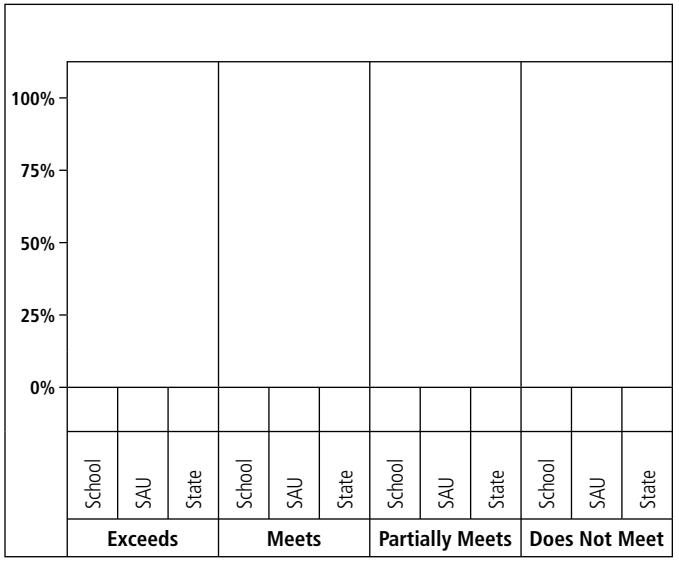
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	438	440	444
2006–2007	442	442	445
2007–2008	**439**	**440**	**445**
Cum. Avg.*	440	441	445
Mathematics			
2005–2006	438	439	444
2006–2007	441	442	445
2007–2008	**442**	**442**	**445**
Cum. Avg.*	441	441	445
Science & Technology			
2005–2006	435	438	444
2006–2007	440	440	444
2007–2008	**440**	**440**	**444**
Cum. Avg.*	439	439	444









*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

MEA
Maine Educational Assessment

Test Date: March 2008
Grade: 4
SAU: MSAD 46
School: Dexter Primary School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																							
							ELA–Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	66	100	83	100	14207	100	66	100	83	100	14181	100	66	100	83	100	14123	100	66	100	83	100	14115	99						
Ethnicity African American/Black	2	3	2	2	390	3	2	100	2	100	388	99	2	100	2	100	388	99	2	100	2	100	386	99						
American Indian or Native Alaskan	1	2	1	1	101	1	1	100	1	100	101	100	1	100	1	100	101	100	1	100	1	100	101	100						
Asian or Pacific Islander	0	0	0	0	263	2	0	0	0	0	259	98	0	0	0	0	262	100	0	0	0	0	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	63	95	80	96	13282	93	63	100	80	100	13264	100	63	100	80	100	13205	100	63	100	80	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	21	32	21	25	2524	18	21	100	21	100	2514	100	21	100	21	100	2498	99	21	100	21	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	41	62	52	63	5587	39	41	100	52	100	5569	100	41	100	52	100	5538	99	41	100	52	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	38	58	55	66	10755	76	38	58	55	66	10730	76	39	59	56	67	10776	76						
Identified disability (PET/IEP)	1	3	1	2	375	3	1	3	1	2	374	3	1	3	1	2	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	27	41	27	33	3298	23	27	41	27	33	3267	23	26	39	26	31	3215	23						
Identified disability (PET/IEP)	19	70	19	70	2013	61	19	70	19	70	1998	61	19	73	19	73	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	8	30	8	30	1046	32	8	30	8	30	1023	31	7	27	7	27	987	31						
Participation through alternate assessment (PAAP)	1	2	1	1	126	1	1	2	1	1	126	1	1	2	1	1	124	1						
Identified disability (PET/IEP)	1	100	1	100	126	100	1	100	1	100	126	100	1	100	1	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.
2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	**March 2008**
Grade:	**4**
SAU:	**MSAD 46**
School:	**Dexter Primary School**

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – reading.		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	0	0	0	0	601	4
	2006-2007	1	2	2	2	507	4
	2007-2008	**0**	**0**	**0**	**0**	**559**	**4**
	Cum. Total*	1	1	2	1	1667	4
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	21	49	30	54	7910	57
	2006-2007	37	58	47	57	8749	63
	2007-2008	**30**	**46**	**40**	**49**	**8308**	**59**
	Cum. Total*	88	51	117	53	24967	60
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	12	28	16	29	3970	29
	2006-2007	17	27	22	27	3467	25
	2007-2008	**22**	**34**	**28**	**34**	**3922**	**28**
	Cum. Total*	51	30	66	30	11359	27
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	10	23	10	18	1421	10
	2006-2007	9	14	11	13	1165	8
	2007-2008	**13**	**20**	**14**	**17**	**1264**	**9**
	Cum. Total*	32	19	35	16	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**48**	**100**	25.5	53.1	26.2	54.6	29.7	61.9
Literary Text	**24**	**50**	13.4	55.8	13.8	57.5	15.5	64.6
Informational Text	**24**	**50**	12.1	50.4	12.4	51.7	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine's 1997 *Learning Results*, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA–READING RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 46
School: Dexter Primary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	65	0	0	30	46	22	34	13	20	439	82	0	49	34	17	440	14053	4	59	28	9	445
Ethnicity																						
African American/Black	2										2						384	1	36	35	28	438
American Indian or Native Alaskan	1										1						101	1	46	44	10	442
Asian or Pacific Islander	0										0						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	62	0	0	28	45	21	34	13	21	439	79	0	48	34	18	440	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	20	0	0	1	5	9	45	10	50	431	20	0	5	45	50	431	2388	0	29	44	26	437
No	45	0	0	29	64	13	29	3	7	443	62	0	63	31	6	443	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	65	0	0	30	46	22	34	13	20	439	82	0	49	34	17	440	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	40	0	0	15	38	17	43	8	20	438	51	0	41	41	18	439	5502	1	47	37	14	441
No	25	0	0	15	60	5	20	5	20	441	31	0	61	23	16	442	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	65	0	0	30	46	22	34	13	20	439	82	0	49	34	17	440	14048	4	59	28	9	445
Gender																						
Female	33	0	0	17	52	10	30	6	18	440	45	0	51	33	16	441	6959	5	61	26	8	446
Male	32	0	0	13	41	12	38	7	22	438	37	0	46	35	19	439	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1890	0	37	46	17	439
No	65	0	0	30	46	22	34	13	20	439	82	0	49	34	17	440	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	65	0	0	30	46	22	34	13	20	439	82	0	49	34	17	440	13787	4	59	28	9	445

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

MEA
Maine Educational Assessment

ELA–READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 46
School: Dexter Primary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	1	20	1	20	3	60	426	6	0	20	20	60	426	5	1	42	36	21	440
B. less than one hour	77	0	0	23	46	19	38	8	16	440	80	0	50	36	14	441	74	4	62	27	7	445
C. one to two hours	14	0	0	6	67	2	22	1	11	443	12	0	60	30	10	442	18	5	59	29	7	446
D. more than two hours	2	0	0	0	0	0	0	1	100	430	1	0	0	0	100	430	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	19	0	0	8	67	3	25	1	8	444	19	0	60	27	13	443	30	6	63	24	7	446
B. They match some of what I have learned.	64	0	0	19	46	15	37	7	17	440	62	0	50	36	14	441	52	4	63	27	6	446
C. They match just a little of what I have learned.	9	0	0	2	33	3	50	1	17	437	14	0	45	45	9	439	12	2	46	37	15	441
D. There is no match.	8	0	0	0	0	1	20	4	80	430	6	0	0	20	80	430	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	42	0	0	17	63	8	30	2	7	443	37	0	63	30	7	443	35	7	66	20	6	448
B. good	31	0	0	10	50	7	35	3	15	441	40	0	52	36	12	441	51	3	60	29	7	445
C. fair	14	0	0	2	22	4	44	3	33	435	12	0	30	40	30	436	12	1	44	40	16	440
D. poor	14	0	0	1	11	3	33	5	56	431	11	0	11	33	56	431	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	35	0	0	5	22	6	26	12	52	432	29	0	21	29	50	432	19	2	46	34	17	442
B. about the same as my regular schoolwork	38	0	0	16	64	9	36	0	0	444	45	0	62	35	3	444	62	5	64	26	5	446
C. easier than my regular schoolwork	26	0	0	9	53	7	41	1	6	442	26	0	57	38	5	443	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	29	0	0	1	6	9	50	8	44	432	29	0	17	48	35	434	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	38	0	0	14	58	8	33	2	8	442	41	0	55	36	9	442	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	33	0	0	15	71	4	19	2	10	444	30	0	75	17	8	444	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	20	0	0	7	54	4	31	2	15	443	18	0	53	33	13	443	18	7	64	22	7	447
B. 20 minutes to an hour	32	0	0	14	67	5	24	2	10	443	37	0	63	30	7	443	55	4	64	26	6	446
C. less than 20 minutes	26	0	0	5	29	8	47	4	24	435	21	0	29	47	24	435	14	2	53	33	12	443
D. I rarely read at home.	22	0	0	4	29	5	36	5	36	436	24	0	40	30	30	438	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	37	0	0	8	35	8	35	7	30	435	36	0	38	34	28	436	23	3	50	34	13	442
B. six to ten pages	24	0	0	5	33	7	47	3	20	439	25	0	40	45	15	440	25	3	60	29	8	444
C. eleven or more pages	40	0	0	16	64	7	28	2	8	444	39	0	65	29	6	444	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	1	100	0	0	438	50	0	0	100	0	438						
C.	0										50	0	100	0	0	444						
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 46
School: Dexter Primary School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	0	0	1	2	1294	9
	2006-2007	1	2	3	4	1054	8
	2007-2008	**3**	**5**	**3**	**4**	**1321**	**9**
	Cum. Total*	4	2	7	3	3669	9
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 441–460)	2005-2006	15	35	20	36	7000	50
	2006-2007	32	50	39	48	7394	53
	2007-2008	**31**	**48**	**38**	**46**	**7079**	**51**
	Cum. Total*	78	45	97	44	21473	51
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	18	42	24	43	3784	27
	2006-2007	22	34	29	35	3729	27
	2007-2008	**18**	**28**	**27**	**33**	**3955**	**28**
	Cum. Total*	58	34	80	36	11468	27
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	10	23	11	20	1894	14
	2006-2007	9	14	11	13	1735	12
	2007-2008	**13**	**20**	**14**	**17**	**1642**	**12**
	Cum. Total*	32	19	36	16	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**15**	**31**	8.5	56.7	8.6	57.3	9.5	63.3
Cluster 2: Shape and Size	**14**	**29**	9.5	67.9	9.5	67.9	9.1	65.0
Cluster 3: Mathematical Decision Making	**5**	**10**	3.1	62.0	3.1	62.0	3.4	68.0
Cluster 4: Patterns	**14**	**29**	8.7	62.1	8.9	63.6	9.7	69.3

Cluster 1: Numbers and Operations
- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size
- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making
- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns
- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 46
School: Dexter Primary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	65	3	5	31	48	18	28	13	20	442	82	4	46	33	17	442	13997	9	51	28	12	445
Ethnicity																						
African American/Black	2										2						386	4	26	34	36	434
American Indian or Native Alaskan	1										1						101	3	46	41	11	442
Asian or Pacific Islander	0										0						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	62	3	5	29	47	17	27	13	21	442	79	4	46	33	18	442	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	20	0	0	3	15	6	30	11	55	431	20	0	15	30	55	431	2372	3	31	36	30	436
No	45	3	7	28	62	12	27	2	4	447	62	5	56	34	5	446	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	65	3	5	31	48	18	28	13	20	442	82	4	46	33	17	442	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	40	1	3	18	45	11	28	10	25	440	51	2	43	33	22	441	5472	5	41	35	19	440
No	25	2	8	13	52	7	28	3	12	444	31	6	52	32	10	444	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	65	3	5	31	48	18	28	13	20	442	82	4	46	33	17	442	13992	9	51	28	12	445
Gender																						
Female	33	2	6	18	55	5	15	8	24	443	45	4	51	24	20	443	6933	9	50	29	12	445
Male	32	1	3	13	41	13	41	5	16	441	37	3	41	43	14	441	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1890	2	34	41	23	438
No	65	3	5	31	48	18	28	13	20	442	82	4	46	33	17	442	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	65	3	5	31	48	18	28	13	20	442	82	4	46	33	17	442	13731	9	51	29	12	445

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 46
School: Dexter Primary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	0	0	1	20	4	80	428	6	0	0	20	80	428	5	6	34	33	27	438
B. less than one hour	77	3	6	27	54	13	26	7	14	444	80	5	52	32	12	444	74	10	52	28	10	446
C. one to two hours	14	0	0	4	44	4	44	1	11	440	12	0	40	50	10	440	18	10	52	28	10	446
D. more than two hours	2	0	0	0	0	0	0	1	100	428	1	0	0	0	100	428	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	32	1	5	14	67	4	19	2	10	445	33	4	63	26	7	445	38	13	56	23	8	448
B. They match some of what I have learned.	49	2	6	12	38	12	38	6	19	442	48	5	41	36	18	442	48	8	52	29	10	445
C. They match just a little of what I have learned.	11	0	0	2	29	2	29	3	43	435	13	0	18	55	27	436	10	4	35	39	22	439
D. There is no match.	8	0	0	3	60	0	0	2	40	439	6	0	60	0	40	439	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	26	0	0	8	47	5	29	4	24	442	27	0	41	41	18	442	35	16	55	20	8	449
B. good	51	1	3	19	58	9	27	4	12	443	48	3	56	28	13	443	48	7	52	31	11	445
C. fair	14	1	11	2	22	2	22	4	44	436	17	7	36	29	29	439	14	3	41	38	18	440
D. poor	9	1	17	2	33	2	33	1	17	442	9	14	29	43	14	442	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	32	1	5	5	25	6	30	8	40	434	30	4	21	42	33	435	15	4	38	33	25	439
B. about the same as my regular schoolwork	51	2	6	18	56	9	28	3	9	445	55	5	55	32	9	445	64	10	54	28	9	446
C. easier than my regular schoolwork	17	0	0	8	73	2	18	1	9	448	15	0	75	17	8	448	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	42	1	4	11	41	10	37	5	19	441	40	3	39	42	15	442	23	8	47	29	16	443
B. two or three days a week	37	1	4	13	54	5	21	5	21	443	38	3	55	26	16	443	36	11	54	27	9	447
C. two or three times each month	9	1	17	2	33	2	33	1	17	445	7	17	33	33	17	445	25	10	53	27	10	446
D. never or almost never	12	0	0	5	63	1	13	2	25	439	15	0	50	25	25	439	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	9	0	0	3	50	0	0	3	50	437	7	0	50	0	50	437	5	3	30	33	33	436
B. two or three days a week	35	1	4	10	43	8	35	4	17	442	33	4	37	44	15	442	19	8	50	30	12	445
C. two or three times each month	29	2	11	6	32	8	42	3	16	441	26	10	33	43	14	441	38	11	55	26	8	447
D. never or almost never	26	0	0	12	71	2	12	3	18	445	34	0	64	21	14	445	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	25	1	6	10	63	4	25	1	6	445	22	6	56	28	11	443	8	3	33	38	25	438
B. 30–45 minutes	29	2	11	11	58	3	16	3	16	445	34	7	54	29	11	445	27	6	48	33	13	443
C. 45–60 minutes	28	0	0	7	39	7	39	4	22	440	28	0	39	43	17	441	38	11	54	26	9	447
D. more than 60 minutes	18	0	0	3	25	4	33	5	42	436	16	0	31	31	38	437	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	446	50	0	100	0	0	446						
C.	0										50	0	100	0	0	454						
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 46
School: Dexter Primary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Span Expectations in science and technology.		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	0	0	2	3	751	5
	2006-2007	0	0	0	0	963	7
	2007-2008	**2**	**3**	**2**	**2**	**882**	**6**
	Cum. Total*	2	1	4	2	2596	6
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	11	24	17	29	7251	52
	2006-2007	29	45	39	48	6824	49
	2007-2008	**28**	**43**	**36**	**44**	**7130**	**51**
	Cum. Total*	68	39	92	41	21205	51
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	23	51	27	47	4514	32
	2006-2007	29	45	32	39	4382	32
	2007-2008	**23**	**35**	**28**	**34**	**4433**	**32**
	Cum. Total*	75	43	87	39	13329	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	11	24	12	21	1458	10
	2006-2007	6	9	11	13	1735	12
	2007-2008	**12**	**18**	**16**	**20**	**1546**	**11**
	Cum. Total*	29	17	39	18	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	**12**	**25**	7.9	65.8	7.8	65.0	8.0	66.7
Cluster 2: Physical Sciences	**12**	**25**	6.6	55.0	6.6	55.0	7.2	60.0
Cluster 3: Earth and Space Sciences	**12**	**25**	6.6	55.0	6.7	55.8	7.4	61.7
Cluster 4: Nature and Implications of Science	**12**	**25**	6.9	57.5	6.9	57.5	7.6	63.3

Cluster 1: Life Sciences
- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences
- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences
- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science
- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

SCIENCE AND TECHNOLOGY RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 46
School: Dexter Primary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	65	2	3	28	43	23	35	12	18	440	82	2	44	34	20	440	13991	6	51	32	11	444
Ethnicity																						
African American/Black	2										2						385	2	27	35	36	434
American Indian or Native Alaskan	1										1						101	3	44	44	10	441
Asian or Pacific Islander	0										0						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	62	2	3	26	42	22	35	12	19	440	79	3	43	34	20	440	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	20	0	0	5	25	8	40	7	35	434	20	0	25	40	35	434	2370	2	32	41	25	437
No	45	2	4	23	51	15	33	5	11	443	62	3	50	32	15	442	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	65	2	3	28	43	23	35	12	18	440	82	2	44	34	20	440	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	40	0	0	16	40	17	43	7	18	439	51	0	41	37	22	439	5470	3	41	39	18	440
No	25	2	8	12	48	6	24	5	20	442	31	6	48	29	16	443	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	65	2	3	28	43	23	35	12	18	440	82	2	44	34	20	440	13986	6	51	32	11	444
Gender																						
Female	33	1	3	15	45	12	36	5	15	441	45	2	44	38	16	441	6929	6	49	33	12	443
Male	32	1	3	13	41	11	34	7	22	439	37	3	43	30	24	440	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1888	1	32	44	23	437
No	65	2	3	28	43	23	35	12	18	440	82	2	44	34	20	440	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	65	2	3	28	43	23	35	12	18	440	82	2	44	34	20	440	13725	6	51	32	11	444

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

SCIENCE AND TECHNOLOGY RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 46
School: Dexter Primary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	1	20	2	40	2	40	430	6	0	20	40	40	430	5	4	37	36	22	439
B. less than one hour	77	1	2	23	46	17	34	9	18	441	80	2	47	32	20	441	74	6	53	31	10	444
C. one to two hours	14	1	11	4	44	3	33	1	11	444	12	10	40	40	10	443	18	7	52	32	8	445
D. more than two hours	2	0	0	0	0	1	100	0	0	440	1	0	0	100	0	440	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	25	1	6	7	44	4	25	4	25	439	23	5	42	32	21	439	24	9	53	28	10	446
B. They match some of what I have learned.	54	1	3	18	51	10	29	6	17	442	50	2	54	24	20	442	49	6	54	31	9	445
C. They match just a little of what I have learned.	14	0	0	3	33	5	56	1	11	440	16	0	23	62	15	439	21	4	47	36	13	442
D. There is no match.	8	0	0	0	0	4	80	1	20	435	11	0	33	44	22	439	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	23	2	13	6	40	5	33	2	13	444	20	13	44	31	13	444	25	9	53	27	10	446
B. good	42	0	0	14	52	10	37	3	11	441	46	0	51	35	14	441	54	6	55	30	9	445
C. fair	29	0	0	7	37	5	26	7	37	437	29	0	35	26	39	437	19	3	43	40	15	441
D. poor	6	0	0	1	25	3	75	0	0	437	5	0	25	75	0	437	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	27	0	0	4	24	7	41	6	35	435	23	0	22	44	33	436	22	5	45	35	15	442
B. about the same as my regular schoolwork	57	1	3	16	44	15	42	4	11	442	59	2	43	40	15	441	62	7	53	31	9	445
C. easier than my regular schoolwork	16	1	10	8	80	1	10	0	0	448	18	7	86	7	0	449	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	20	0	0	5	38	5	38	3	23	440	17	0	36	36	29	439	24	7	48	33	12	444
B. a few times a week	54	2	6	20	57	8	23	5	14	443	51	5	57	24	14	443	53	7	54	31	9	445
C. once a week	14	0	0	1	11	6	67	2	22	433	11	0	11	67	22	433	9	6	46	33	15	442
D. a few times a month	12	0	0	2	25	4	50	2	25	436	21	0	35	41	24	438	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	37	2	8	9	38	7	29	6	25	441	40	6	38	31	25	441	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	40	0	0	11	42	10	38	5	19	439	36	0	41	38	21	439	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	11	0	0	4	57	2	29	1	14	439	11	0	67	22	11	441	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	12	0	0	4	50	4	50	0	0	444	14	0	45	45	9	441	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	0	0	1	100	420	50	0	0	0	100	420						
C.	0										50	0	100	0	0	452						
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number